



## **FY 2005 QUARTERLY REPORT (1ST QUARTER)**

**Cooperative Agreement No. 119-A-00-00-00039-00**

**KYRGYZSTAN**

**Civic Education On-Site Technical Assistance**

**Submitted to the  
U.S. AGENCY FOR INTERNATIONAL  
DEVELOPMENT**

**By IFES**

**October 1 – December 31, 2004**

## I. PROGRAM ACTIVITIES

### A. *Secondary Civic Education Textbook Project in Kyrgyzstan*

#### 1. Textbook Printing and Distribution

During this quarter, **IFES completed the printing of all versions of the civic education textbook for the 10th grade**. That is to say, all copies of the Kyrgyz, Russian and Uzbek versions of the textbook and teacher's guide to the civic education course were printed. While funding for the development of the textbooks has come from USAID, funding for the printing of these books was provided by the Japanese government (for most of the Kyrgyz language textbooks) and the OSCE for the remaining. The generic teacher's guide on interactive methodology which was printed last quarter continued to play an important role in our broader work. This was funded by various other donors such as the governments of Australia, New Zealand, Canada and others.

IFES printed and distributed Part I of the student textbooks, teacher guides, and generic teacher guides throughout the entire quarter. Due to the generous re-programming of funds by the OSCE, the textbooks were distributed through teacher training programs (please see below for further information).

In October, IFES distributed student textbooks in the Kyrgyz (6,616 copies) and Russian (2,438) languages for a total textbook distribution of 9,054. At the same time, 198 Kyrgyz language and 51 Russian language teacher guides were distributed. The textbooks reached 247 schools.

In November, this quick pace continued as 4,259 Kyrgyz and 2285 Russian language student books were distributed (for a total distribution of 6,544 textbooks). There were also 131 Kyrgyz and 40 Russian Teachers Guides distributed. This reached 170 schools.

In December, IFES conducted the largest distribution: 21,200 Kyrgyz language, 1,046 Russian and 2752 Uzbek language student books (for a total of 24,998 textbooks!) were distributed. At the same time the teacher guides in the Kyrgyz (585), Russian (35) and Uzbek (99) languages were distributed. An amazing 720 schools received their textbooks during December.

In conclusion, during this quarter we distributed **40,596 student textbooks** - 32075 in Kyrgyz, 5769 in Russian and 2752 in Uzbek. The teachers guide numbers for the quarter were: 914 Kyrgyz, 126 Russian and 99 Uzbek language versions. In total, **1,137 schools** received their textbooks this quarter.

There are 62869 students (29583 boys and 33286 girls) in this quarter, who were able to study the IFES developed Civic Education textbook.

#### **Box 1: Textbook focus: Abdinabi Kadyrov in Batken oblast**

Abdinabi is the director of the school and the textbook changed his attitudes about teachers and has seen the students change as well. He adopted the interactive method in his management and noted that after only three lessons, he has seen changes in the students' attitudes.

The exercise entitled "Good teacher" (which offers a new model of teacher as someone who guides discussion rather than knows the answer) was one that he particularly noted. Students discussed the qualities of a good teacher but also started to discuss themselves. This led to some very interesting conversations and students changed how they thought about themselves after this discussion. As Abdinabi noted, "They are not afraid of saying what they want, they don't feel embarrassed and it is only after 3 lessons! What's next!?"

#### 2. Teacher Training and Education

IFES continued the teacher training program developed with USAID by using funds from the OSCE to conduct an ambitious training program during the entire quarter. These teacher training activities are key parts of the textbook enterprise on several levels:

- the textbooks are handed out to teachers after completion of the trainings; this not only ensures attendance but minimizes the chances that the textbooks could be misappropriated
- the teachers gain a better understanding of the interactive teaching methodology which is the core
- Parallel trainings are also conducted for rayon and district educational authorities

The scale of these trainings is unprecedented in IFES' work to date in the Kyrgyz Republic.

In October, 12 separate trainings (in 8 Kyrgyz and 4 Russian schools) reached 275 participants. These people were from 196 Kyrgyz language and 79 Russian language schools.

In November, 4 trainings reached 2 Russian and 2 Kyrgyz language schools but had 122 participants from 79 Kyrgyz language and 43 Russian language schools.

Trainings reached a peak in December with 37 trainings that reached 30 Kyrgyz language, 2 Russian language and 5 Uzbek language schools. There were 975 participants in these trainings from 820 Kyrgyz language, 45 Russian language and 110 Uzbek language schools.

In summary, 53 trainings were conducted this quarter in 1095 Kyrgyz, 166 Russian and 110 Uzbek schools. **We reached 1,372 teachers through our trainings.**

### **Outreach: the Kut Bilim Sabak newsletter**

IFES continued placing inserts with information for teachers in the Kut Bilim Sabak national

#### **Box 2. Teachers Learn Powerpoint**

In November, the US State Dept. recognizes International Education Week. This year's theme was 'civic education.'

Working with US-funded IREX Internet Access and Training Program, IFES contacted civic education teachers. 57 teacher/students responded and received training in a useful pedagogical tool - Powerpoint.

The teachers went to an IATP center and had a two day 4 hour lesson in creating powerpoint presentations.

IFES received 35 presentations and picked four of the best presentations and presented them with prizes donated by the Public Affairs Section of the US Embassy (a variety of books and teaching materials).

newspaper. The feedback and comments from the teachers demonstrates that this is well appreciated by the Kyrgyz teacher community. NDI and Freedom House had raised issues of mandatory subscriptions of some state-supported journals, but after consultation with them and the teachers, it was discovered that the ***Kut Bilim Sabak*** magazine is a truly valued periodical.

The following topics were covered in the ***Kut Bilim Sabak*** during this quarter: In the October issue, the new IFES coordinator published some remarks on civic education, we made teachers aware of the training schedule and discussed the SACs and feedback from the teachers; In November, we discussed the completion of the printing for Part I of the textbook (with a small ceremony from the OSCE representative) as well as an interview from both our summer camp and teacher trainers. We also informed teachers about the results of the International Education week computer training activity (Please see Box 2) done in cooperation with the IREX Internet

Access and Training Program. In December, we reported on the results of the computer training as well as conducted an interview with a civic education teacher.

## **Sustainability: working on testing and future plans**

For the first time we were approached by the Ministry to help develop test questions for inclusion in the Kyrgyz Ministry of Education's National Testing Program. These questions are based on the content Part I and Part II of the Civic Education Textbooks. IFES team members worked with members of the Academy of Education under the Ministry to develop these questions.

These tests are conducted yearly by the Ministry for the "Man and Society" course – this is a required course in Kyrgyz schools. These test questions will also be used in social science Olympiads throughout the school year – the school Olympiad is an official contest organized by the Ministry. Students who do well in these are nationally recognized by the Ministry through mass media.

The Ministry had asked IFES to organize the Olympiad but we have instead agreed to assist the Ministry to develop standards and procedures. During the Olympiad, IFES textbook staff will serve as observers and provide feedback to the Ministry.

IFES is currently considering how to respond to the request of the Ministry for help in developing a new curriculum for the Man and Society courses, grades 1 – 9. This would combine existing civics and ethics courses into a new course called "Citizenship." This request is too large to be addressed by existing USAID funding and IFES will be exploring ways of addressing this need in the coming quarter.

### ***B. Extracurricular Student Activities***

#### **1. Student Action Committee Forum**

The momentum from the international Student Action Committee (SAC) forum in last quarter, which was conducted with the support of USAID and AED, continued. IFES developed a database of the SACs in the Kyrgyz Republic - at the present time there are about 40 SACs. Two new SACs joined the network from the south, Jalal-Abad and Osh.

IFES is working with SAC representatives to develop training modules and a SAC regional network.

Here are some of the highlights of the SACs activities during the last quarter:

**In Abdullaev School # 41 in Osh.** The SAC was renamed because school alumni wished to continue to participate in its activities. They renamed the SAC as a Youth Committee in Action (YCA) and named the organization "Az-Nur" (or "ray of hope"). Some of the highlights:

- Each class "adopted" a veteran or pensioner to assist in their daily housework
- SAC students began a "box of confidence" where any student from the school can anonymously write their opinion or issues that person has. Issues from the box have involved bullying of younger students by older ones and issues between teachers and students, etc.
- The SAC also regularly held *subbotniks* or community actions where they cleaned the school and rayon where they lived and studied.
- Seminars were also held to raise awareness about AIDS and drug abuse.

**In Alisher Navoi School # 8 in Jalal-Abad** IFES received the following highlights:

- They conducted concerts to raise money for a "mini-farm." At present they have collected about 3000 soms (about \$75).

- In the end of November the school lights were cut off. The SAC went to the electric power station and lobbied successfully to have the lights turned on in the school again. As one SAC member stated: “Working in SAC we learned to talk and to have good relations to people!”
- The SAC lobbied to change the rental costs of the school dining hall – it was 3500 soms per month. Nobody wanted to cook there because it was expensive and it was not profitable to cook for people. The SAC team visited the town Kenesh (Gorodskoi Kenesh) and the mayor of Jalal-Abad town and asked to decrease the rent cost. They were successful.

#### **In School # 70 in Bishkek:**

- The SAC conducted roundtables on the topic of “Youth, Elections and issues of absenteeism.” They invited other students for these round tables.
- They also conduct “charity parties.” The most recent one collected clothes and toys for an orphanage.

Other SACs conducted charity activities and various community service projects.

#### ***C. Democracy Summer Camps***

IFES began to plan for the next summer’s very popular Democracy Summer Camps. The past summer saw five camps, three of which were funded by USAID and two of which were funded by other donors (the Government of New Zealand and German Technical Cooperation Agency (GTZ)) Each of the camps, however, was based around the same idea and used similar materials.

This is a photo of the Summer Camp in Osh.



IFES met with representatives of the New Zealand Embassy on their visit to the region in mid-October and reported in person on the camp they had sponsored.

IFES staff also began to find potential partners by advertising on selected email lists. In the second quarter, IFES staff will follow up.

#### ***D. Elections in Kyrgyzstan***

IFES, in close coordination with USAID and the US Embassy, monitored on an ongoing basis electoral reform efforts in the Kyrgyz Republic. IFES continued to work on procuring transparent ballot boxes with funding from the German government. Several elections-related projects began to move forward this quarter and one continued from the previous quarter. The new electoral projects were the DRL training grant for Precinct Election Commissions, a small voter education grant from UK's Department for International Development (DfID) and lastly, a USAID grant to provide transparent ink and training for the Parliamentary elections.

##### **1. Transparent Ballot Boxes**

IFES liaised between the German Embassy and other potential donors and the Central Elections Committee of Kyrgyzstan to discuss the development of a procurement strategy for the acquisition of transparent ballot boxes for Kyrgyzstan. Although the CEC procured enough transparent ballot boxes with their own funds for the October Elections, this was sufficient only for Bishkek and the surrounding areas. IFES worked extensively with the German Embassy and then with the Soros Foundation in the Kyrgyz Republic, to procure transparent stationary and mobile boxes for the rest of the country. The amount of the German grant will be \$127,000 and the Soros Foundation will pay directly to the supplier. In total, 2000 stationary boxes will be procured with German money and 500 with Soros funds. There will also be 4,500 mobile boxes with 1,500 paid for by the Soros Foundation and 3000 with German funds. The boxes are expected early in the next quarter.

A picture of one of the ballot boxes



##### **2. DRL Training Grant for Precinct Election Workers**

Beginning in November 2004, IFES Bishkek staff began to work with IFES—Washington staff and consultants on the DRL project. Negotiations with the Central Election Commission and related partners (the OSCE, the UNDP and the local US Embassy) continued during this time with regards to the actual training program, selection of trainers and schedule of trainings. The pace picked up significantly in late November with the arrival of the lead consultant, Mr. Dan Malinovich. Work in December largely concentrated on finalizing the details of the poll worker training manual, the selection of trainers and the schedule. While tricky at times, at the end of the

year it had been agreed to hire around 30 trainers (for a trainer of trainers program), 150 trainers for the Precinct Election Commissions and to conduct 640 PEC trainings.

### **Poll worker training manual**

Modeled after the manual which had been piloted and used successfully in the October 10 local elections (Please see box 3), the manual was substantially revamped and incorporated the changes to the law as well as pedagogical improvements.

Getting the manual “approved” for use proved a mildly frustrating endeavor with considerable back and forth with the CEC. Part of the suspicion was methodological; the idea of using an interactive training approach was antithesis to the previous way of training PECs. In past “trainings” the PEC members were simply read the electoral code in its entirety and asked if there were any questions. Another part of the problem was simply that of proper control and supervision.

In addressing both of these issues, IFES worked with the OSCE’s political officer and staff. At the request of the OSCE, IFES agreed to help the CEC conduct an OSCE-funded training for the CEC Territorial Election Commission members. Here members were exposed to the new training methodology and the type of content that we would be using for the PEC manual. Cooperation with the OSCE was especially helpful here because they had agreed to fund this and not to fund the PEC trainings (the CEC had asked for independent funds to replace IFES’ work). In doing so, the OSCE’s actions greatly assisted IFES in gaining cooperation from the CEC on both the PEC manual and the training plan. It goes almost without saying that we believe that the methodology that IFES will employ in the PEC manual will be much more effective than other forms of training.

Related to this, IFES staff developed the materials that will be used by the trainers during the PEC trainings. These will be used in the early January Trainer of Trainers program.

#### **Box 3. Pilot Trainings Test DRL Approach**

The local elections on October 10<sup>th</sup> were the first election conducted with the new electoral code. The trainings were conducted together with the International Republican Institute and the Central Election Commission.

Un-official monitoring on the day of the election by IFES, IRI, NDI and US Embassy employees showed several strengths in the new code – the vote counting in particular was conducted openly. Most observers felt these elections were a step forward.

IFES noted that precincts which did receive the trainings were noticeably better at issues such as the proper identification required for voters and the smooth functioning of the PEC. These lessons will be applied in the February 2005 PEC trainings.

### **Finding Trainers and Arranging Training Schedule**

The process of agreeing on the number of trainers and the actual schedule of trainings was also not an easy process but which became much easier after the arrival of the DRL coordinator. Initially, the CEC seemed to be setting an unrealistic schedule and insisted on complete control of the hiring process. After the assistance of the OSCE, mentioned above, the CEC was much more willing to work with IFES.

After much negotiation, and the participation of the CEC during the interview process (and development of selection standards), it was decided that there should be 150 trainers, 120 main trainers with about 30 in reserve. This will be about 80 trainers in the north and 70 in the south. By the end of the quarter, a consensus was also emerging on the actual schedule of events – there will be 640 separate trainings. This will reach an estimated 27,000 PEC members.

### **3. Inking Project from USAID**

On November 17, USAID sent to CEPPS a program statement that included a possible project involving the use of invisible ink and ultraviolet readers for the Kyrgyz Republic. IFES responded to this project on 2 December and provided additional clarification during the month. Funds were finally approved and released for the project at the end of the month.

During the months of November and December, IFES worked on identifying several potential suppliers and eventually settled on Danish Camp Supplies in Denmark. They identified an ink and reader that would be appropriate for the proposal (please box X). Final delivery of the ink and supplies was expected in mid-January 2005.

During the month of December, IFES election staff advised the CEC on possible protocols for using the ink and answered general media questions about the nature of the ink. At the same time, the DRL training was expanded and adapted to incorporate trainings on the use of ink by the Precinct Election Commissions.

#### **4. DfID funding for Voter Education**

IFES also received a small grant from the UK DfID to conduct voter education activities. Two main elements are part of this – a poster campaign and a guide for NGOs on election participation. Brainstorming took place in the end of December on a possible theme for the poster contest, most likely to be inking. Work also began on drafting the manual based on IFES-tested materials.

## **II. MATERIALS PRODUCED**

- Printed all versions of Part One Student Textbooks and Teachers' Guides in Kyrgyz, Russian and Russian languages
- Most of text for Part two of the Student Textbook
- Testing questions for inclusion in the Kyrgyz national testing system
- Three IFES inserts in for Kut Bilim Sabak – official Kyrgyz government education newspaper made available in Kyrgyz, Russian, and Uzbek.
- Precinct Election Commission Training Guide
- Training materials for PEC Trainers
- Information on inking and its uses
- Voter Education Guidebook for NGOs
- Powerpoint presentations on various aspects of IFES' work



### **III. ISSUES AND CHALLENGES**

IFES' new Chief of Party, David Mikosz settled into the Kyrgyz office. Fortunate to have a very strong team, he became familiar with the full range of projects and began an active publicity campaign for them using photo journals, powerpoint presentations and success stories.

IFES continues to develop Part Two of the student textbook. IFES will wait until after the parliamentary elections in February to finalize the textbook with information on the new parliament. IFES is still seeking funds to print this volume, but expects it to be in all classrooms in advance of the 2005/2006 academic year.

IFES will need to develop further project proposals to work with the Ministry of Education. IFES had received extremely important requests that go far beyond the current USAID project. The main request involves combining the existing "man and society" course with an ethics course to create a new "citizenship course." At the present time, the Ministry is somewhat concerned because a Saudi Arabian financed ethics book has been introduced in some schools (taught by Islamic mullahs) and the only alternative is a hyper-nationalistic text developed in haste and with no funds to print it. IFES has been asked to develop a proposal for a new curriculum that would extend from the 1<sup>st</sup> to the 9<sup>th</sup> grades.

Given that current USAID funding funds the development of 10<sup>th</sup> and 11<sup>th</sup> grade textbooks, the expansion of this to include precursor grades is a large undertaking. The USAID Mission has said that unfortunately no funds are available for this in the current project and IFES continues to think about how to realize this very important project.

IFES is also developing additional proposals for addressing the needs of people with disabilities in the Kyrgyz Republic, possible work on the upcoming presidential elections and ensuring the elections projects for the February Parliamentary elections go as smoothly as possible.

## PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q1 FY05
<b>Curriculum Development</b>			
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	62,869
<b>Student Action Committees</b>			
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	30 (18)
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	42(10)
<b>Student Local Government Days</b>			
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	N/A
<b>Democracy Summer Camps</b>			
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	N/A
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	N/A
% of Students Expressing Interest in Civic Activism	Impact Extracurricular Civic Education Activities on Behavior	IFES	N/A
<b>Information Resources</b>			
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES	N/A